The beginning (preservice) Early Childhood Special Education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Early Childhood Special Education** areas of study:

1 Foundations of Early Childhood Special Education **Common Core:** (1997 SSC: 1.1-5; 2002 CEC: CC1K1-10, CC1S1; CR: III-A; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 SSC ECE SPED: 1.1, 1.3, 3.1, 5.2; 2002 CEC: EC1K1-3; CR: III-A, -E; Praxis 0690: VI)	**COMMON CORE (CC) COMPETENCIES** CC1 [CC1K1; 1.3] models, theories, and philosophies that provide the basis for special education practice CC2 [CC1K2; 1.5] laws, policies, procedures, and ethical principles regarding behavior management planning and implementation. CC3 [CC1K3; 1.2] relationship of special education to the organization and function of educational agencies, community agencies, and advocacy groups. CC4 [CC1K4] rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. CC5 [CC1K5; 1.4] issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. CC7 [CC1K7] family systems and the role of families in the educational process. CC8 [CC1K8; 1.1] historical points of view and contribution of culturally diverse groups. CC9 [CC1K9] impact of the dominant culture on shaping schools and the individuals who study and work in them. CC10 [CC1K10] potential impact of differences in values, languages, and customs that can exist between the home and school. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [EC1K1, 1.1] historical and philosophical foundations of services for young children with and without exceptional learning needs. ECE-SPED 2 [EC1K3, 3.1, 5.2] legal basis and policy making, federal and state legislation, regulations, litigation and advocacy issues impacting young children with and without disabilities, their families and appropriately communicating information to others. ECE-SPED 3 [1.3] major theories of early childhood teaching and learning, including their logical and empirical foundations and the applications of these theories to diverse learners.
2 Development and Characteristics of Learners **Common Core:** (1997 SSC: 2.1-4; 2002 CEC: CC1K1-10, CC1S1; CR: III-A; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 1.2, 2.1-2, 5.14, 5.18; 2002 CEC: EC2K1-6;	**COMMON CORE (CC) COMPETENCIES** CC1 [2.1] similarities and differences in the development of individuals with and without disabilities CC2 [CC2K6] similarities and differences among individuals with exceptional learning needs. CC3 [2.4] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities CC4 [CC6K1] effects of cultural and linguistic differences on growth and development. CC5 [CC2K4] family systems and the role of families in supporting development. CC6 [CC2K7] effects of various medications on individuals with exceptional

CR: III-B, -E; Praxis 0690: II, V)	learning needs. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [EC2K1] theories of typical and atypical early childhood development. ECE-SPED 2 [2.1] characteristics of the major disabilities and conditions in young children, their impact on development and learning, and proper usage of appropriate resources and services. ECE-SPED 3 [EC2K2, 1.2] effects of and interactions among biological, medical, personal-social, child-family interactions, and environmental factors on pre-, peri-, and post-natal development. ECE-SPED 4 [EC2K4] significance of sociocultural and political contexts for the development and learning of culturally and/or linguistically diverse young children. ECE-SPED 5 [5.18] effects of personal characteristics, and multicultural influences on the personal and social-emotional behaviors of young children. ECE-SPED 6 [EC2K5, EC2K6, 5.14] impact of specific disabilities, risk factors and medical conditions including childhood illnesses and communicable diseases on the development of young children and family concerns, resources, and priorities.
3 Individual Learning Differences **Common Core:** (1997 SSC: 2.1-4; 2002 CEC: CC3K1-5; CR: III-A, -B; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 3.15; 2002 CEC: EC3S1; CR: II-B, -E; Praxis 0690: none)	**COMMON CORE (CC) COMPETENCIES** CC1 [CC3K1] effects an exceptional condition(s) can have on an individual's life. CC2 [CC3K2] impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. CC3 [CC3K3] variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. CC4 [CC3K4] cultural perspectives influencing the relationships among families, schools and communities as related to instruction. CC5 [CC3K5] differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [EC3S1, 3.15] using intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.
4 Instructional Strategies for the Young Child with Disabilities **Common Core:** (1997 SSC: 4.1-4; 2002 CEC: CC4S1-6; CR: III-A-C; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 3.6-7, 3.18, 5.1, 5.5, 5.9, 5.15, 5.17; 2002 CEC:	**COMMON CORE (CC)** CC1 [CC4S1] strategies to facilitate integration into various settings. CC2 [CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs. CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student. CC4 [CC4S4] strategies to facilitate maintenance and generalization of skills across learning environments. CC4 [CC4S5] procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. CC5 [4.5] supports for students making age- and grade-level transitions including the transition to adult life.

EC4S1-3; CR: III-C, -E; Praxis 0690: IV)	**EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [3.7] planning, implementing, and evaluating developmentally appropriate materials, activities, and strategies in an integrated curriculum which includes language arts (including reading, writing, speaking, and listening), math, science, social studies, health, safety, nutrition, art, music, drama, and movement. ECE-SPED 2 [3.18] providing for generalization and maintenance by applying individually appropriate methods of direct and consultative services for young children with disabilities. ECE-SPED 3 [EC4S1] selecting and using instructional practices based on knowledge of the child, family, community, and the curriculum. ECE-SPED 4 [EC4S3, 5.5] processes and strategies for supporting children and families in transition. ECE-SPED 5 [3.6] specifying goals to facilitate children's skills in communication, inquiry, logical and critical thinking, creative expressions and interpersonal relations ECE-SPED 6 [5.17] instructional and guidance procedures for integrating children with and without disabilities.
5 Learning Environments and Social Interactions **Common Core:** (1997 SSC: 5.1-7, 6.1-5; 2002 CEC: CC5K1-10, CC5S1-16; CR: III-B, -C; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 2.3, 3.8, 3.9, 3.16, 3.17, 3.22, 5.12, 5.19, 5.20, 5.23-26; 2002 CEC: EC5K1, EC5S1-5; CR: III-C, -E; Praxis 0690: II, III)	**COMMON CORE (CC)** CC1 [5.1] effective classroom management theories, models, and techniques for individuals with disabilities incorporating research-supported practices. CC2 [CC5K4 & CC5S7] teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, including the establishment and maintenance of rapport with individuals with and without exceptional learning needs. CC3 [CC5K5] social skills needed for educational and other environments. CC4 [6.3] strategies for crisis prevention/intervention. CC5 [CC5K7] strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. CC6 [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage. CC7 [CC5K9-10] strategies used by diverse populations to cope with a legacy of former and continuing racism and the ways specific cultures are negatively stereotyped. CC8 [5.2] universal precautions to maintain healthy and safe environments. CC9 [CC5S2] identifying realistic expectations for personal and social behavior in various settings. CC10 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence. CC11 [6.2] community affiliation and advocacy issues and their influence on self-advocacy. CC12 [5.7] strategies for directing the activities of a classroom paraprofessional and others in an assistive role. CC13 [5.5] strategies for managing time, schedules, and other associated variables for providing instruction. CC14 [5.6] strategies for utilizing mentors and role models in programming for students with disabilities.

	CC15 [6.1] legal and ethical standards regarding behavioral support systems for individuals with disabilities. CC16 [6.4] analyzing communicative intent of behavior (i.e., behaviors are messages). CC17 [6.5] pragmatic language skills needed for social, educational, and functional-living environments. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [EC5K1, EC5S1, 5.24 , 5.25, 5.26] medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions (including, but not limited to, nutrition needs and feeding strategies, techniques for positioning and handling young children with physical impairments, and procedures for interfacing with health and medical professionals). ECE-SPED 2 [EC5S3, EC5S4, 2.3, 3.9, 3.16, 3.8] designing, implementing, and evaluating stimuli-rich age- and developmentally-appropriate indoor and outdoor learning environments using concrete manipulative materials, media, and technology (including adaptive and assistive technology), child choice and decision making, and play as a context for enhancing active learning in all areas (cognitive, language, physical, social, emotional, and aesthetic) for various developmental and functional levels of children birth through eight years (grade 3). ECE-SPED 3 [5.23] health and safety procedures in individual and group settings, including appropriate hygiene, environmental precautions, and other routine procedures to ensure a healthy, safe environment. ECE-SPED 4 [EC5S5, 3.17] maximizing young children's progress in group and home settings through organization of the physical, temporal, and social environment. ECE-SPED 5 [5.19, 5.20] applying principles of behavior support and management in facilitating developmentally appropriate self-management behaviors in young children including increasing and maintaining appropriate behaviors and decreasing inappropriate behaviors. ECE-SPED 6 [3.22] implementing positive relationships, communication, and guidance strategies, including problem solving and negotiation within the learning environment. ECE-SPED 7 [EC5S2, 5.12] accessing information from medical reports and health/developmental histories of young children with disabilities.
6 LanguageCommon Core: (1997 SSC:7.1-3; 2002 CEC: CC6K1-4, CC6S1-2; CR: III A,B; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 5.21; 2002 CEC: EC6S1; CR: III-E; Praxis 0690: V)	**COMMON CORE (CC)** CC1 [CC6K2] characteristics of one's own culture and use of standard English and the ways in which these can differ from other cultures and uses of language. CC2 [CC6K3] ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups. CC3 [CC6K4] augmentative and assistive communication strategies. CC4 [CC6S1] strategies to support and enhance communication skills of individuals with exceptional learning needs. CC5 [CC6S2] communication strategies and resources that facilitate understanding of subject matter for students whose primary language is not the dominant language.

	CC6 [7.1] strategies to promote and provide access to information and facilities for individuals, families, school, and community. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [5.21] communication development, characteristics of various types of communication disorders, and impact of these disorders on all areas of development and learning. ECE-SPED 2 [EC6S1] supporting and facilitating family and child interactions as primary contexts for learning and development. ECE-SPED 3 the acquisition of language in children from birth through age 8, including, but not limited to, development of basic language, muscle development in the mouth and throat, and cognitive development of internalizing sounds for repetition.
7 Instructional Planning **Common Core:** (1997 SSC: 4.1-5, 5.4; 2002 CEC: CC7K1-5, CC7S1-14, [CC8S8]; CR: III A-C; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 3.4, 5.16, 5.27; 2002 CEC: EC7S1-4; CR: III-C, -E; Praxis 0690: IV)	**COMMON CORE (CC)** CC1 [CC7K1] theories and research that form the basis of curriculum development and instructional practice. CC2 [CC7K2] scope and sequences of general and special curricula. CC3 [CC7K3] national, Missouri, and local curricula standards. CC4 [5.4] strategies for using technology to enhance the teaching and learning environment. CC5 [4.4] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments CC6 [CC7K5] roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. CC7 [CC8S8] making changes in instruction in response to assessment data. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [EC7S1, EC7S2, 3.4, 5.27] planning, implementing, monitoring, and evaluating developmentally and individually appropriate family service plans and individualized education plans which encourage each child to construct knowledge. ECE-SPED 2 [EC7S4] implementing developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction. ECE-SPED 3 [5.16] planning and implementing instruction in a variety of service delivery models for young children with disabilities, including itinerant, center-based, clinical/hospital models, as well as integrated settings. ECE-SPED 4 [EC7S3] designing intervention strategies that incorporate information from multiple disciplines. ECE-SPED 5 strategies for integrating young children with disabilities into the regular education classroom.
8 Assessment, Diagnosis, Evaluation, and Programming (Special Education Process) **Common Core:** (1997 SSC: 3.1-8; 2002 CEC:	**COMMON CORE (CC)** CC1 [3.3] commonly used principles and terminology of psychometrics. CC2 [3.1] state and federal legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process. CC3 [3.5] continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual

CC8K1-5, CC8S1-10; CR: III A,C; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 3.5, 3.19, 3.20, 5.3, 5.4, 5.22; 2002 CEC: EC8S1-6; CR: III-C, -E; Praxis 0690: III)	needs. CC4 [3.7] understanding the sequence and interrelatedness of each step of the Special Education Process, including the development and implementation of Individual Educational Plans and Individual Learning Plans, and their impact on determining eligibility and programmatic needs. CC5 [3.2] appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments. CC6 [3.6] methods of monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning). CC7 [3.8] the terminology and impact of medical, therapeutic, and educational information on assessment and programming. CC8 [3.4] strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [EC8S1, 3.5] assessment procedures for observing, evaluating, monitoring, and reporting development of children birth through age eight (grade 3). ECE-SPED 2 [EC8S2] selecting, adapting, using, and interpreting specialized formal and informal assessments (including observations and interviews) for infants, young children, and their families. ECE-SPED 3 [EC8S3, EC8S4, EC8S5, EC8S6, 3.20, 5.4] collaborating as a team member to integrate assessment results in the development and implementation of individualized family service plans, individualized education plans, and other family-centered assessments to involve families in the assessment and evaluation process and to assist them in identifying their concerns, resources, and priorities and in evaluating services. ECE-SPED 4 [5.22] using communication assessment to develop and implement instruction and parent-mediated interventions.
9 Professional and Ethical Practices and Resources Common Core: (1997 SSC: 8.1-3, 4.3; 2002 CEC: CC9K1-4, CC9S1-12; CR: III A,B; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 3.10-14, 4,4; 2002 CEC: EC9K1, EC9S1-8; CR: III-A, -E; Praxis 0690: VI)	**COMMON CORE (CC)** CC1 [CC9K1] personal cultural biases and differences that affect one's teaching. CC2 [CC9K2] impact and value of teachers serving as effective role models for individuals with exceptional learning needs. CC3 [CC9K4] methods of reflective practice that help one remain current regarding research-validated practice. CC4 [4.3] accessing and acquiring curricular content knowledge as needed. CC5 [8.2] ethical practices as defined by appropriate professional learned societies. CC6 [CC9S5] demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. CC7 [CC9S6] demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. CC8 [8.1] consumer organizations accessed by individuals with disabilities. CC9 [CC9S12] professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

	EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES ECE-SPED 1 [3.12] articulating and using a professional code of ethics for making professional decisions. ECE-SPED 2 [EC9S2, EC9S3] using family theories and principles and respect for family choices and goals to guide professional practice. ECE-SPED 3 [EC9S7, 3.14] applying research and effective practices critically in early childhood settings. ECE-SPED 4 [ECK1, EC9S6, 3.11] developing an awareness of and participating in the activities of professional organizations, education, and community resources. ECE-SPED 5 [EC9S1] recognizing signs of child abuse and neglect in young children and following reporting procedures. ECE-SPED 6 [EC9S5, 5.8] advocating for ethical policy and procedures related to education, social services, and medical interventions with young children with disabilities and their families, as well as for enhanced professional status and working conditions for early childhood service providers. ECE-SPED 7 [EC9S8, 3.10, 3.13] constructing a professional value system and philosophy of early childhood education that serves as the basis for decision-making and that incorporates ongoing professional self-reflection into the creation of one's professional development plan.
10 Home-School-Community Collaboration **Common Core:** (1997 SSC: 7.1, 7.3-9; 2002 CEC: CC10K1-4, CC10S1-11; CR: III A,B; Praxis: *see designated test on category-specific competencies*) **ECE-SPED:** (1997 ECE SPED: 3.21, 4.1, 4.2, 4.3, 4.5, 4.6, 5.6, 5.7, 5.10, 5.11, 5.13; 2002 CEC: EC9S4, EC10K1, EC10S1-6; CR: III-D, -E; Praxis 0690: V)	**COMMON CORE (CC)** CC1 [7.4] collaboration skills necessary to participate as an active and knowledgeable member of an educational team. CC2 [7.5] roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, ancillary and support personnel, and community in planning and delivering an individualized program. CC3 [7.3] strategies to address concerns of families, teachers, students, and community related to individuals with disabilities. CC4 [CC10K4] culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CC5 [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families. CC6 [7.7] general classroom settings, curriculum, and instructional strategies. CC7 [7.8] techniques that can be used to provide and support services in general education settings. CC8 [7.9] strategies for developing effective behavioral support systems within and across school and community settings. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** ECE-SPED 1 [EC9S4, EC10K1] applying models and dynamics of team process, team-building, problem-solving, and conflict resolution. ECE-SPED 2 [4.1] various theories of family systems; cultural, socio-economic, political, and community influences; and the effects of stress/crisis on families. ECE-SPED 3 [4.5] family-centered approaches in early intervention which support and enable families through collaboration to identify their concerns, priorities, and resources in relation to their child and family goals.

	ECE-SPED 4 [EC10S1, 4.6] involving and assisting families in the development of effective individualized family service plans, individualized education programs, and planning for transitions. ECE-SPED 5 [EC10S2, 4.2] communicating effectively with parents and families from a variety of cultural/linguistic and socio-economic backgrounds about curriculum and their child's progress. ECE-SPED 6 [3.21, 5.11] communicating and working effectively with support staff, volunteers, and other professionals within the learning environment. ECE-SPED 7 [5.10] participating with other specialists in developing and implementing specialized intervention strategies for children with sensory and/or physical impairments, including, but not limited to, use of adaptive equipment and prosthetic devices to facilitate children's participation in natural activities. ECE-SPED 8 [5.6] participating as a member of an interdisciplinary and/or transdisciplinary evaluation, program planning, and service-delivery team. ECE-SPED 9 [EC10S5, 4.3] establishing and maintaining positive collaborative relationships with families, including, but not limited to, assisting family recognition that their attitudes influence children's dispositions to learn. ECE-SPED 10 embedding strategies within the child's and family's daily routine in order to build the family's/caregivers' capacity to enhance the child's development.
11 Central Concepts, Tools of Inquiry, Structures of the Disciplines **Common Core:** (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: none) **ECE-SPED:** none.	**COMMON CORE (CC)** CC1 solid base of understanding in the content areas of math, reading, English/language arts, science, social studies, and the arts comparable to elementary generalist teachers. CC2 [4.2] curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities. CC3 [CC7S1] strategies for identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning needs. CC4 [CC7S6] strategies for sequencing, implementing, and evaluating individualized learning objectives. CC5 [CC7S7] strategies for integrating affective, social, and life skills with academic curricula. **EARLY CHILDHOOD SPECIAL EDUCATION (ECE-SPED) COMPETENCIES** None in addition to Common Core.